

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2014 JAN 23 PM 4:27 DOCUMENT CONTROL CENTER DIVISION OF GRANTS ADMINISTRATION </div>
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
Texas School for the Deaf	74-2195210	1102 S. Congress Ave.	
Mailing address line 2	City	State	ZIP Code
	Austin	TX	78704
County-		US Congressional	
District #	Campus number and name	ESC Region #	District #
227906	001227906	13	21
			DUNS #
			809052384

Primary Contact

First name	M.I.	Last name	Title
Johnett	G	Scogin	Supervisor of Curriculum
Telephone #	Email address		FAX #
5124625205	Johnett.scogin@tsd.state.tx.us		5124625620

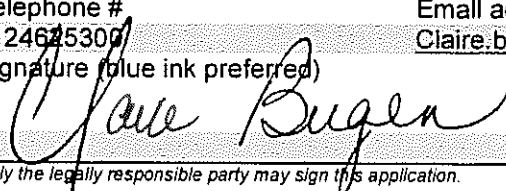
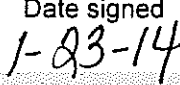
Secondary Contact

First name	M.I.	Last name	Title
John	A	Serrano	Director of Academic Affairs
Telephone #	Email address		FAX #
5124625781	John.serrano@tsd.state.tx.us		5124625620

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Claire		Bugen	Superintendent
Telephone #	Email address		FAX #
5124625309	Claire.bugen@tsd.state.tx.us		5124625313
Signature (blue ink preferred)			Date signed
			

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Texas School for the Deaf (TSD), the oldest continuously operating public school in the state of Texas, has a long history of providing excellent services to deaf and hard of hearing students from all around the state. Currently we serve approximately 550 students from birth (or age of identification) to age 22, as is required for students in special education. We have students of diverse abilities in each of our academic programs. Many of our students qualify for services based on more than one disability.

Deaf Education is a highly specialized field with few pre-service training programs within the state. Indeed, the universities with the strongest record of producing outstanding entry-level deaf educators are not in Texas. The most prestigious schools are California State University, Northridge, Rochester Institute for the Deaf, and Gallaudet University. Educators of the deaf must not only understand their state standards, school curriculum, possess deaf or special education certification and achieve highly-qualified status in their content areas, but they also need to have a deep knowledge of language development, bilingual strategies, and an ability to deliver instruction fluently in American Sign Language. For us, finding a highly qualified effective teacher means searching for and recruiting a single person who is a knowledgeable content/grade level specialist, a bilingual educator, a special educator, and someone with native or near-native skills in both ASL and English. Add to this difficult feat the complicated interplay of out-of-state reciprocal certification agreements, deficit plans, and multiple TExES certification tests with a nationally acknowledged shrinking pool of deaf education teachers and it's easy to see why it is increasingly difficult to find teachers who meet all of the legal requirements for highly-qualified status upon hiring.

As of this writing, TSD has 21 beginning teachers serving across campus in all departments. These include teachers who have some prior experience at other districts as well as many who have none, and are, in fact, not yet certified in their content area. Considering that TSD has a total of 92 teachers on staff, this shows that a staggering 22% of our faculty is made up of beginning teachers. It is virtually impossible to ask current TSD teachers to take on additional mentoring roles without proper and due compensation.

We know from the research of Charlotte Danielson, Eric Jensen, Robert Marzano and others, that employing highly effective teachers makes a significant and positive impact on student achievement, high school and college completion, and lifetime salary. If anything, this is even more important for students who are already at risk due to environmental and/or economic disadvantage, serious disabilities, or a reduced ability to develop a wide range of strong relationships, be it due to emotional or communication limitations. The bottom line is that our deaf and hard of hearing students do not have time to wait for their teachers to learn how to do their jobs. We need to provide them with the most effective education possible from the moment they come into our care, regardless of whether that teacher has 30 days or 30 years of experience.

Over the years, TSD has tried a number of induction and mentoring programs, however, the only one with a proven track record of success was when we were part of the Beginning Teacher Induction and Mentoring (BTIM) grant in 2007-2009. These funds allowed us to pay mentor teachers who were paired with protégés for two years using a research-based induction program. Several of the mentors cited the stipend as one of the main reasons they elected to stay with the program in Year Two. Once we no longer received grant funding and stipends were not available within our budget, formal peer mentoring programs were not successful.

On the other end of the spectrum, career advancement opportunities for experienced teachers are limited as well. Typically, a master teacher who is interested in paid professional growth experiences but does not want to leave the classroom may choose to serve as a department or team chair, or provide accelerated instruction services after school. Often our most experienced teachers leave the classroom to take full-time jobs as literacy coaches, principals, or curriculum specialists. While there is no doubt that these jobs are important, it is also true that some gifted teachers would not choose to leave the classroom if alternative pathways for advancement existed in our district.

Taking all of these factors into consideration, TSD proposes constructing an EEIP made up of the following elements:

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Induction and Mentoring:

- *Beginning Teacher Induction Academy:* One week prior to staff development week beginning teachers will take part in teacher orientation, curriculum mapping, and classroom planning work, with support of coaches and mentors.
- *Induction Coaches:* Three full-time employees will support beginning teachers throughout the year with weekly reflection meetings, modeling, support, cross-classroom observation, goal-setting and feedback. Each will establish an instructional improvement plan (developed with the teacher) and review it regularly. Based on their interactions with the beginning teachers, the Induction Coaches will provide job-embedded professional development.
- *Peer Mentors:* Experienced teacher applicants will be matched with beginning teachers based on assignment. They will conduct weekly documented meetings and provide cross-observation and feedback sessions at least 4X/year.

Evaluation:

- Expand on current TSD teacher appraisal/evaluation system (PDAS) to add clarity and align with EEIP goals on minimum guidelines on frequency of feedback.
- Establish team of teacher leaders to gather information and work with principals and supervisors to make recommendations for improvement to the current teacher appraisal/evaluation system.
 - Identify additional metrics and measures including self-evaluations, appropriate measures of student growth/progress, diagnostic feedback tools, and student feedback when appropriate.
 - Make recommendations on how feedback from non-appraisers should be incorporated into the total system.

Professional Development and Collaboration:

- *Beginning Teachers:* Induction Coaches will meet weekly with each beginning teacher to review observation and evaluation information and incorporate necessary steps into the instructional improvement plan.
- *Teacher Collaboration Support Teams:* Department-level teams will meet weekly to review individual/class progress on behavior and other department-identified growth measures and discuss progress. Biweekly, teams share information with department administrators and other identified support staff to evaluate the need/effectiveness of specialized accommodations and modifications.

Strategic Compensation and Retention:

- Establish a team of teacher leaders to gather information and work with principals, supervisors, and others to make recommendations for innovative compensation and retention plans for Year Two and beyond.
 - Identify traditionally hard-to-fill teaching and student support positions that could be influenced by strategic compensation, sign-on stipends, incentives, or other innovative practices.
 - Utilize research from evidence-based sources to make proposals leading to a long-term vision of strategic compensation and retention directed at those whose jobs have the greatest impact on student outcomes.

Recruiting and Hiring:

- Send TSD recruiter(s) to specialized, out of state university programs with a history of preparing quality graduates in education of the deaf and hard of hearing.
- Develop a robust website designed to attract highly-qualified applicants to internships, and eventual job application.

Career Pathways:

- Development of multiple pathways of increasing teacher leadership with corresponding responsibilities and compensation, including:
 - *Peer Mentors:* Experienced teachers who apply and are selected to mentor beginning teachers will be required to complete an initial training program, meet regularly with their protégés, and assist in the development and documentation of the beginning teacher's improvement plan.
 - *Content Advisors:* Teachers who demonstrate particular expertise in a selected core content or area of demonstrated need (e.g.: alternative communication adaptations; fusing functional and core academic skills) will serve on committees to give input on curriculum, instructional, and resource alignment decisions.
 - *Master Teachers:* Through Year Two of the grant and beyond, teachers will be given the opportunity to attain master teacher status by obtaining a Texas Master Teacher Certificate. Master Teachers will be required to assist in department and district professional development as well as to work on other student and professional improvement projects during structured release time.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary							
County-district number or vendor ID: 227906				Amendment # (for amendments only):			
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature							
Project period: April 1, 2014, through August 31, 2016				Fund code: 429			
Part 1: Budget Summary							
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 6/30/15)		Year 2 (7/1/14 – 6/30/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs
Schedule #7	Payroll Costs (6100)	6100	\$296,800	\$	\$	\$321,500	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$16,800	\$	\$	\$0	\$
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$	\$	\$0	\$
Schedule #10	Other Operating Costs (6400)	6400	\$3000	\$	\$	\$7200	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$12100	\$	\$	\$0	\$
Total direct costs:			\$328,700	\$	\$	\$0	\$
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$
Grand total of budgeted costs (add all entries in each column):			\$328,700	\$	\$	\$328,700	\$
Administrative Cost Calculation							
Enter the total grant amount requested:			Year 1		Year 2		
			\$328,700		\$328,700		
Percentage limit on administrative costs established for the program (10%):			x .10		x .10		
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:			\$32,870		\$32,870		

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 227906				Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Campus Induction Coach	3		\$180,000	180,000
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$180,000	\$180,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$14,000	14,000
20	6119 Professional staff extra-duty pay			\$47,500	\$47,500
21	6121 Support staff extra-duty pay			\$	\$
22	6140 Employee benefits			\$45,000	57,500
23	61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$116,500	\$141,500
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$296,800	\$321,500

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227906

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Instructional Coaching Training – Dr. Jim Knight		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Three-day training for Campus Induction Coaches and others in mentor/support roles.			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs: 16,800 # of positions: 1	\$16,800	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs: (Contractor operates on a flat rate, which includes travel and incidentals)	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$16,800	\$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 227906

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 227906			Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)				
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$	\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 227906

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$	\$
Grand total:						\$	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 227906		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$3,000	\$7,200
	Specify purpose: <ul style="list-style-type: none"> Recruitment at high-quality deaf educator preparation programs (\$3,000/ea. year) Attendance at Instructional Coaching Conference (\$4,200/Year Two only) 		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (Includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$3,000	\$7,200

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 227906

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2	MacBook Pro	3	\$1300	\$3,900	\$0
3	iPad Air	3	\$700	\$2,100	\$0
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19	Desks	3	\$650	\$1,950	\$0
20	Chairs	3	\$100	\$300	\$0
21	File cabinets	3	\$200	\$600	\$0
22	Book shelves	3	\$100	\$300	\$0
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$0
Grand total:				\$12,100	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 227906			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			486		
Category	Number	Percentage	Category	Percentage	
African American	72	15%	Attendance rate	97%	
Hispanic	157	32%	Annual dropout rate (Gr 9-12)	Comment 3	
White	229	47%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	50%(*4)	
Asian	27	6%	TAKS commended 2011 performance, all tests (sum of all grades tested)	4% (*5)	
Economically disadvantaged	360	77%	Students taking the ACT and/or SAT	DNA%	
Limited English proficient (LEP)	Comment 2	*%	Average SAT score (number value, not a percentage)	DNA	
Disciplinary placements	14	3%	Average ACT score (number value, not a percentage)	DNA	
Comments					
1. TSD's current enrollment is closer to 550, but for grant purposes, only students in PK-12 were included in these statistics. 2. While all of our students use both ASL and English as languages of instruction, we do not count our students in the LEP category due to the nature of their deafness and the fact that students will not transition into an English-only school environment at TSD. 3. Students who leave TSD before graduation/completion are released to their home school districts throughout Texas. Therefore, "dropout rate", as the state calculates it, is not among the data we gather. 4. * Includes students taking TAKS and TAKS-Accommodated, including those who passed on subsequent administrations at SSI grades (counting each student one time). Does NOT include TAKS-Modified or TAKS-Alt. 5. * Percentage commended based on number of students tested on TAKS and TAKS-Accommodated (14/313). ** Teacher demographic data includes some teachers outside of the PK-12 range. These were excluded from the chart in Part 4. *** Average salary is calculated on annual contract. Teachers with less than one year were excluded from the sample.					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	6	7%	No degree	0	0%
Hispanic	5	5%	Bachelor's degree	30	33%
White**	80	87%	Master's degree	61	66%
Asian	1	1%	Doctorate	1	1%
1-5 years exp.	26	28%	Avg. salary, 1-5 years exp.	43,849**	N/A
6-10 years exp.	18	20%	Avg. salary, 6-10 years exp.	44,812	N/A
11-20 years exp.	24	26%	Avg. salary, 11-20 years exp.	46,843	N/A
Over 20 years exp.	12	13%	Avg. salary, over 20 years exp.	56,207	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	19	21	11	22	19	25	24	34	32	48	58	59	56	57	486
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	19	21	11	22	19	25	24	34	32	48	58	59	56	57	486

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	4	3	3	3	3	4	5	5	6	6	9	9	10	10	80
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	4	3	3	3	3	4	5	5	6	6	9	9	10	10	80

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Strategic Planning/District Improvement Plan Data:

The first step in determining district-level needs at TSD is to review current strategic plan and district improvement plan (DIP). Each of these documents contains information on areas of need that have already been given priority through a thorough and painstaking review process involving stakeholders from each department, students, parents, community members, and the TSD Governing Board.

Department Improvement Plans/Instructional Leadership Team Input:

When a potential area of need was noted in the strategic plan/DIP that was relevant to the EEIP, such as the need to recruit and retain high-quality teaching staff, more input was gathered from each academic department and through discussions with department leadership (principals/supervisors) at regular Instructional Leadership Team meetings, led by our Director of Academic Affairs, John Serrano.

Teacher Input:

After areas of need were prioritized and clarified through both of the above processes, we asked for feedback and input from teachers, particularly those who are currently either in "teacher leader" positions or those who are beginning teachers. These two groups were deemed to have very relevant perspectives on our priorities and grant objectives as both are important populations in terms of grant demographics. Input was, at this stage, informal, and conducted through interviews, at team meetings, during mentoring visits, etc.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How implemented Grant Program Would Address
1.	<u>Induction, Mentoring, and Professional Development</u> Establish a consistent and high-quality mentoring and induction program for beginning teachers	<ul style="list-style-type: none"> Hire three dedicated Induction Coaches whose primary job is to ensure that beginning teachers receive regular and job-embedded professional development, observation, feedback, and support based on individual improvement plans Establish a Beginning Teacher Academy prior to the start of inservice week for new teacher training, curriculum study/mapping, mentor meetings, and other relevant planning and training Identify and provide stipends to trained Peer Mentors who will offer opportunities for cross-observation and collaboration, and support beginning teachers as peers working in the similar content and departments
2.	<u>Hiring and Recruitment</u> Provide consistent routines for recruitment and hiring of prospective teachers from programs with a history of producing high-quality graduates	<ul style="list-style-type: none"> Send recruiters to deaf education programs with a history of producing high-quality graduates, including: <ul style="list-style-type: none"> California State University, Northridge Rochester Institute of Technology Gallaudet University Maintain a web-presence designed to encourage prospective teachers, administrators, and other such staff to consider TSD for possible job applications
3.	<u>Evaluation and Strategic Compensation</u> Engage teachers, principals, and other stakeholders in relevant conversations leading to the improvement of teacher/employee evaluation (including multiple sources and data points) as well as innovative compensation designed to extend the reach of effective direct-service providers, rather than encouraging them to leave the classroom	<ul style="list-style-type: none"> Gather information and make recommendations for improvement to the current teacher appraisal/evaluation system. Identify traditionally hard-to-fill teaching and student support positions that could be influenced by strategic compensation or other innovative practices. Utilize research from evidence-based sources to make proposals leading to a long-term vision of strategic compensation and retention directed at those whose jobs have the greatest impact on student outcomes.
4.	<u>Career Pathways</u> Develop multiple pathways of increasing teacher leadership with corresponding responsibilities and compensation	<ul style="list-style-type: none"> <i>Peer Mentors:</i> Experienced teachers will apply and be selected to mentor beginning teachers and assist in the development and documentation of the beginning teacher's improvement plan. <i>Content Advisors:</i> Teachers who demonstrate particular expertise in a selected core content or area of demonstrated need will serve on committees to give input on curriculum, instructional, and resource alignment decisions. <i>Master Teachers:</i> (Year Two) Teachers with a Texas Master Teacher Certificate in Reading, Math, Science, or Technology will be compensated for planning/delivering professional development as well as working on other student and professional improvement projects during structured release time.

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Schedule #14—Management Plan

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Experience in grant management, teacher induction and mentoring, and district-level problem solving teams; Deaf education background and certification; fluent communication skills
2.	Induction Coach	Meet highly-qualified status at TSD in at least one content area; Proven track record of classroom effectiveness; Three or more years of experience working with deaf and hard of hearing students; demonstrated experience in teacher mentor/leadership roles; fluent communication skills
3.	Instructional Coaching Trainer	Dr. Jim Knight has decades of experience in the area of instructional coaching. If Dr. Knight is unavailable to train TSD staff, then his replacement must have completed training in the Kansas University Coaching model and be certified as a trainer.
4.	Peer Mentors	Teachers with at least three years of deaf education experience; meets highly-qualified status at TSD; principal recommendation; proven track record of classroom effectiveness

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Establish a consistent and high-quality mentoring and induction program	1. Hire three Induction Coaches (ICs) for the district	04/01/14	06/30/16
		2. Create guidelines for ICs and Peer Mentors (PMs)	04/01/14	06/25/14
		3. Establish Beginning Teacher Academy	06/06/14	08/25/15
		4. Review ongoing data from IC and PM meetings	04/01/14	06/30/16
		5. Demonstrate decreased attrition of new teachers	05/01/15	06/30/16
2.	Establish effective routines for recruitment/hiring from high-quality programs	1. Develop recruitment materials for high-need positions	08/01/14	06/30/16
		2. Travel to identified teacher preparation programs	01/10/15	06/30/16
		3. Improve quality of electronic presence for purposes of engaging potential job applicants	04/01/14	06/30/16
3.	Improve current teacher/employee evaluation and innovative compensation practices	1. Establish evaluation and innovative compensation committee	08/01/14	06/30/16
		2. Research and make recommendations for evaluation instruments aligned with grant targets	09/01/14	06/30/16
		3. Synthesize/share information regarding innovative compensation practices with TSD community	11/01/14	06/30/15
		4. Review community/research findings to prioritize and make recommendations	12/01/15	06/30/16
4.	Develop multiple pathways of increasing teacher leadership with corresponding responsibilities and compensation	1. Define qualifications and responsibilities of Peer Mentors, Content Advisors, and Master Teachers	04/01/14	06/30/15
		2. Select Peer Mentors and Content Advisors based on application and review process	06/01/14	06/30/16
		3. Prepare for application and review process for Master Teachers (Year Two)	01/10/15	06/30/16
		4. Review effectiveness of Peer Mentors and Content Advisors	01/10/15	06/30/16

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

How will TSD solicit feedback and monitor progress on an ongoing basis?

TSD will solicit feedback at every stage of the program implementation. At each grant related training or meeting, we will seek participant input through evaluations and suggestions for improvement, which will be collected electronically. Quarterly meetings will be held with campus and district leaders to review the proposed project action plans, which will provide for another meaningful venue for feedback and progress monitoring. Additionally, an EEIP webpage will be added to our district website with action plans, surveys, evaluations, and other relevant communication for the entire TSD community.

How will TSD use the information to provide for continuous improvement of the project?

TSD will collect all feedback and suggestions and analyze them with an eye toward the project action plans and goals. This feedback will become part of an ongoing system of evaluating and improving the EEIP as a whole. We will seek feedback on each goal and action and use the information as part of determining necessary changes to the program to ensure a high level of success.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TSD currently has district-level goals related to recruitment and retention and mentoring and induction programs. Personnel in all departments will support the implementation of the EEIP program as outlined in this grant application by ensuring that the goals of the EEIP are well-matched with existing and possible future department and district goals.

Next school year (2014-15) sees the beginning of our next round of five-year strategic planning. It is assured that the goals and efforts outlined in the EEIP grant will continue to be addressed in the next round of community goal-setting and will hold us accountable to the objectives therein for the foreseeable future.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Documentation of support for beginning teachers	1.	Contact logs showing time spent with beginning teachers by ICs
		2.	Contact logs showing time spend with beginning teachers by PMs
		3.	Surveys of beginning teachers showing contact by staff/type/effectiveness
2.	Decreased teacher attrition rate	1.	Exit surveys when beginning teachers (less than 2 years) resign
		2.	Data analysis comparing trends over the last 3-5 years
		3.	
3.	Surveys of teacher satisfaction of PMs, Content Advisors, Master Teachers	1.	Pre-program job satisfaction survey based on relevant research-based factors
		2.	Repeated surveys at milestone markers (end of semester or year)
		3.	Interviews with program evaluation specialist (selected at random)
4.	Number of website visits to recruitment page(s)	1.	Number of hits per month
		2.	Number of hits leading to job application viewing/query
		3.	Survey data on application: "How did you hear about TSD"
5.	Data related to off-site recruitment trips	1.	Number of potential applicants met at each site
		2.	Number of actual applications generated
		3.	Review/Comparison of face-to-face vs. electronic recruitment data

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected and managed through various channels, depending upon need. Sources include, but are not limited to:

- Student assessment data
- Teacher attrition data
- Teacher attendance data
- Teacher evaluation data (anonymous)
- Website visits
- Contact logs
- Disaggregation of contact logs by service type
- Sign-in sheets, minutes, and agendas of relevant meetings
- Surveys

The project manager, along with other stakeholders (Director of Academic Affairs, Human Resource Director, Principals and Supervisors, etc.) will periodically review data and make adjustments as needed. In addition, TSD employs an independent Program Evaluation Specialist who will assist in gathering, reviewing, and ensuring that project data is valid and sufficient to measure the success of the grant objectives.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Overview:

TSD will establish an ongoing mentoring and induction program based on research on teacher-effectiveness and retention. The program will contain several components, outlined below, and is designed to help beginning teachers become more reflective professionals, while also developing meaningful and collaborative relationships that will lead to increased job satisfaction and performance.

Induction Coaches:

Three Induction Coaches (ICs) will be hired to mentor and support beginning teachers in all academic departments. ICs will be assigned a caseload of teachers based on similar experience, background, and other relevant criteria. ICs will meet with beginning teachers at least weekly, and will keep a contact log (database) including the date, time spent, and category of service (problem solving, observation, professional development, etc.) being addressed. ICs will complete and review observations of the beginning teachers (using a neutral data gathering device) at least twice annually.

The ICs will receive formal training through the Kansas University Instructional Coaching model and will be under the supervision of the project director. ICs will be hired through an application and review process and must meet minimum criteria outlined in the grant and by the state of Texas. Salary will be set based on relevant experience, but is expected to average \$60,000/yr., with an additional \$15,000 for benefits.

Peer Mentors:

Peer Mentors (PMs) will be selected through a competitive review process, and will be assigned to mentor a beginning teacher who has the same/similar teaching assignment. PMs will meet weekly for at least 30 minutes with their protégés and will be required to submit contact logs via a database in a similar manner to the ICs. ICs will collaborate with the PMs in providing additional support to beginning teachers when specific issues are noted.

PMs will be given initial training by the ICs on developing effective mentor/protégé relationships, methods of offering feedback, etc. PMs will be paid \$1,000/yr. for this opportunity. Substitute teachers will be provided four times per year for the purposes of allowing PM and beginning teachers to collaborate on specifically approved tasks, such as data review, curriculum mapping, etc.

It is expected that, with PM and IC support, beginning teachers will have multiple opportunities (at least four times per year) for cross-observation and feedback.

Beginning Teacher Academy:

ICs will collaborate with current teacher leaders, principals, supervisors, and curriculum specialists to outline and provide a five-day Beginning Teacher Academy that will occur prior to the start of teacher inservice days in August. Multiple topics will be addressed, and time will be devoted as well to an understanding of the stages and phases of teacher induction, meeting and developing plans with both the assigned IC and PMs (to the extent possible).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently, TSD uses the state's PDAS appraisal instrument as the primary tool for formal evaluations. All PDAS appraisers, primarily principals and assistant principals, have been trained and certified as required by law and all are annually approved by our Governing Board.

Teachers on a probationary contract (with less than three years of experience), must participate in at least one 45-minute PDAS observation with summative conference annually. In practice, department principals and assistant principals routinely conduct scheduled and unscheduled walkthroughs and additional shorter observations, sometimes at the behest of the teacher, which are figured into the overall summative teacher appraisal score. Pre and post-observation conferences are not required, but are the norm in most departments, and all teachers may request either or both of these conferences.

However, as outlined in these pages and recognized by recent legislative action, we realize that PDAS, solely as written, needs to be supplemented in multiple and meaningful ways in order to provide teachers with better quality and more frequent feedback that can be derived from multiple sources. That is why we have elected to establish a core committee of teachers and administrators to review the current evaluation system, research options to improve its efficacy, and make recommendations to the community for revamping the current appraisal system. The ultimate goal is to produce a tool or set of tools that provide information to help identify specific strengths and needs, provide for feedback at least twice per semester, and potentially include a variety of authentic artifacts to be considered as part of the evaluation system.

While the teacher evaluation system is our first priority here, we recognize that other evaluation tools, specifically those for principals and others in highly-impactful positions, also bear review, and that in conducting such research and making recommendations, all affected members of the community need to be involved and informed in a faithful and transparent manner.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

As the primary teacher appraisal tool, PDAS addresses the following eight domains:

1. Active, Successful Student Participation in the Learning Process
2. Learner-centered Instruction
3. Evaluation and feedback on Student Progress
4. Management of Student Discipline, Instructional Strategies, Time/Materials
5. Professional Communication
6. Professional Development
7. Compliance with Policies, Operating Procedures and Requirements
8. Improvement of All Students' Academic Performance

Evidence is gathered by formal evaluation of at least 45-minutes in length, as well as scheduled and unscheduled walkthroughs, student assessment information, the Teacher Self-Report, and other information (i.e.: professional communication records; lesson plans) maintained by the principal or supervisor.

PDAS evaluations are only conducted by trained and certified appraisers who are annually approved by TSD's Governing Board. While most appraisals are conducted by the teacher's principal or assistant principal, secondary appraisers include the Director of Academic Affairs, Supervisor of Curriculum, and other district administrators.

Summative evaluations include any information that has an impact on the final PDAS scoring instrument. This includes any walkthrough documentation, the TSR, etc. While not required by law, in practice all TSD teachers receive summative evaluations from their principals or supervisors.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Peer Mentors and Protégés:

Whenever possible, PMs and protégés are chosen based on similarity of teaching assignment, and also an effort is made to afford them a common preparation time. In some cases this is not feasible due to scheduling. In either case, PMs and protégés will meet for at least 30 minutes weekly to collaborate on current issues and ongoing projects that may be of concern to others in the teachers' grade level, content area, or department.

Induction Coaches and Peer Mentor collaboration:

Since the ICs will be responsible for reviewing contact logs on their beginning teachers, they will be in a unique position to note when common issues that could benefit from collaboration appear. When possible, times can be arranged during common planning times. However, there is money budgeted to allow for substitute teachers when the principal and the teachers deem it necessary. In this case, release time will be used judiciously, but with an eye to reducing the burden on the teachers' personal time.

Online opportunities:

The ICs will collaborate with the curriculum specialists and technology mentors to create an online venue to include blog/vlog (video-log) capabilities. We hope to encourage an online community that encompasses a variety of supports for both beginning and experienced teachers.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Since the ICs will be responsible for reviewing contact logs (both theirs and the assigned PM) on their beginning teachers, they will be in a unique position to make note of issues that might necessitate some form of professional development. ICs will also meet as a group at least monthly in order to review common areas of strengths and needs. These will also be used to inform department and district-level decisions regarding professional development.

Through the concerted efforts of the ICs and others, professional development will become increasingly job-embedded, provided by peers or ICs, and be the result of collaborative efforts such as cross-observations, student assessment information, and formative assessment.

Teacher Collaboration Support Teams will be formed in each department to meet weekly and review Individual/class progress on behavior and other department-identified growth measures and discuss progress. Biweekly, teams share information with department administrators and other identified support staff to evaluate the need/effectiveness of specialized accommodations and modifications.

While there will be times when department or school-wide staff development needs to occur, we will work with teachers, coaches, and administrators to ensure that what we are providing is, indeed, what is needed to improve both teacher effectiveness and student performance.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Evaluation and Strategic Compensation

A committee of teachers, principals, and other stakeholders will participate in relevant conversations leading to the improvement of innovative compensation designed to extend the reach of effective direct-service providers, rather than encouraging them to leave the classroom.

The committee will:

- Gather information and make recommendations for improvement to the current teacher appraisal/ evaluation system.
- Identify traditionally hard-to-fill teaching and student support positions that could be influenced by strategic compensation or other innovative practices.
- Utilize research from evidence-based sources to make proposals leading to a long-term vision of strategic compensation and retention directed at those whose jobs have the greatest impact on student outcomes.
- Communicate with the larger TSD community in a truthful, clear, and transparent manner.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Recruiting and Hiring:

- Send TSD recruiter(s) to specialized, out of state university programs with a history of preparing quality graduates in education of the deaf and hard of hearing.
- Develop a robust website designed to attract highly-qualified applicants to internships, and eventual job application.
- TSD currently uses accepted screening and hiring practices to identify applicants who meet the strict qualifications of each job posting. However, a review of evidence-based teacher interview and hiring practices will be conducted and those procedures adjusted as recommended.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Career Pathways:

- Development of multiple pathways of increasing teacher leadership with corresponding responsibilities and compensation, including, but not limited to:
 - *Peer Mentors:* Experienced teachers who apply and are selected to mentor beginning teachers will be required to complete an initial training program, meet regularly with their protégés, and assist in the development and documentation of the beginning teacher's improvement plan.
 - *Content Advisors:* Teachers who demonstrate particular expertise in a selected core content or area of demonstrated need (e.g.: alternative communication adaptations; fusing functional and core academic skills) will serve on committees to give input on curriculum, instructional, and resource alignment decisions.
 - *Master Teachers:* Through Year Two of the grant and beyond, teachers will be given the opportunity to attain master teacher status by obtaining a Texas Master Teacher Certificate. Master Teachers will be required to assist in department and district professional development as well as to work on other student and professional improvement projects during structured release time.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TSD is not seeking a waiver as described in TEC, §21.7011.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

n/a

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227906

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

n/a

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

n/a

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227906

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Identified

- Almost 25% of TSD's faculty has less than one year of experience on our campus
 - Assigning teacher mentors without robust stipends has proved impossible given our already overworked staff
 - District-level administrators are currently working with beginning teachers, taking away time from other needs
 - There is not a robust and research-based mentoring and induction program in place
- Highly-qualified deaf educators are increasingly difficult to identify in pre-service programs
 - In-state programs have proven inconsistent in turning out highly-effective teacher candidates
 - Several national programs are more consistent, but sending teams for face-to-face recruitment is expensive and outside of the realm of our state agency status
 - In addition to "regular" deaf educators, we also need specialists in content areas such as higher math and science, and those who are experienced working with high-needs populations (e.g.: deaf-blind, ASD, etc.)
- Opportunities for effective teachers to gain leadership skills and receive compensation for enhanced duties without removing them from the classroom are sorely limited
 - We are limited by state funding and tied to Austin ISD's pay scale
 - We must examine innovative measures of compensation and other means of extending the reach of our most effective teachers
- The current teacher evaluation and appraisal system needs to be enhanced
 - Teachers and others must be involved in this discussion from day one
 - Multiple data sources need to be considered
 - Data that meaningfully informs professional development is lacking

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April – June 2014

- Convene project management team
- Create job descriptions ICs, post/screen/interview
- Begin work on outline of Beginning Teacher Academy
- Establish guidelines for PMs and Content Advisors

July 2014 – September 2014

- Post competitive process for PMs and select
- Conduct Beginning Teacher Academy
- Host first meeting of teacher evaluation and innovative compensation team
- PMs and ICs meet weekly with beginning teachers

October 2014 – June 2015

- Begin work on recruitment website/materials
- Plan out-of-state recruitment trips for optimal timing
- PMs/ICs meet weekly; ICs meet monthly; review sessions with project management team
- Establish guidelines for Master Teachers and post competitive application process
- Review teacher attrition data, satisfaction surveys and other data
- Make recommendations to ongoing Strategic Planning Process

July 2015 – June 2016

- Repeat refined Beginning Teacher Academy
- Continue PM/IC matching and meeting process
- Review work of evaluation and compensation review teams
- Review work of recruitment team
- Evaluate success based on multiple factors

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227906

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A consensus of principal and supervisor support was established via face-to-face meetings and email.

Teacher leaders (department chairs, team leaders, etc.) were contacted informally and via email. Confirmation was obtained.

TSD teachers and leadership are committed to the EEIP grant as outlined.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TSD is a single-campus district, serving students from age of identification (birth) through age 22. Although a single campus, TSD houses various "departments" (ECE/Elementary, Middle School, High School, CTE, Special Needs Program, and ACCESS [18+]). We stipulate that grant funds will only be used to support teachers of PK-12 in the EEIP as outlined.

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